District Curriculum Accommodation Plan

July 2024

The Plainville Public Schools maintains a learning and working environment that is free from harassment, violence or discrimination based on actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, homelessness, disability, sexual orientation, gender identity or expression, age, family care leave status, pregnancy or any conditions related to pregnancy, or military/veteran status.

Each school district in the Commonwealth of Massachusetts is required to develop a District Curriculum Accommodation Plan (**DCAP**) to assist school leaders and teachers in planning and providing a general education program that is able to accommodate students' diverse learning needs and avoid unnecessary referrals to special education. The Massachusetts General Law related to DCAP is as follows:

Chapter 71 Section 38Q ½

A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular education classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning.

School Advisory Councils (SAC) and District Accommodation Plan, Ch. 71 Section 59C

Amended Language

The school advisory council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of all students attending the

school, shall make recommendations to the principal for the development, implementation and assessment of the Curriculum Accommodation Plan required pursuant to Section 38Q1/2, shall assist in the review of the annual school budget and in the formulation of a School Improvement Plan.

Principals in consultation with faculty and school advisory council members have formulated specific Building Curriculum Accommodation Plans (BCAP) at each school building. As these plans are developed and revised the information should support improved academic achievement for all students.

The District Curriculum Accommodation Plan documents the ways that Plainville Public Schools educators work to meet the needs of all students. The goal is for all students to meet the academic and behavioral expectations that we have for them, with the realization that students will often need some accommodation in order to succeed. Accommodations may include varied instructional strategies, modified curriculum materials, targeted assessment, support services, and professional consultation. Additionally, ongoing professional development for educators and an induction program for new hires foster continuous improvement in the district's capacity to help learners with diverse needs.

The information below outlines the various approaches used to provide all Plainville students with equal access to the district's general education program.

Educational Program

Accommodations, Modification, and Interventions

Differentiated instruction and assessment is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

DCAP Objectives

- Provide tools and strategies for regular education teachers to assess students' diverse learning needs and to meet them through best teaching practices and accommodations.
- Provide tools, strategies, and support so teachers can support students' executive functioning and self-regulation.

DCAP/RTI/BEST

Teachers continually monitor the progress of their students. If a student is not making adequate progress in the classroom, teachers will:

1. Use strategies and routines to modify the student learning experience to foster progress and success; Research-based strategies are included in this document. Teachers will keep data on the effectiveness of these adjustments/modifications/accommodations.
2. If the data reveals that these modifications did not result in the student making adequate progress, teachers will begin the "Pre-Referral Process."

RTI (Response To Intervention) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Frequent analysis of progress data determines the level of support students need and instructional groups are created based on these results. Groupings and levels of support change frequently, based on student need.

Tutoring Support: Through the use of periodic, formative assessments, students are identified as needing additional support in the areas of ELA. District tutors provide additional, supplemental support to small groups of students either within or outside of the classroom environment.

BEST Team: Each school has a Building-based Educational Support Team. Staff may refer struggling students to this group so that colleagues may collaborate on the best approach to dealing with student struggles. These teams meet on a monthly basis and track the progress of students and their response to classroom interventions and supports. This team also will determine who may, or may not, require additional, more intensive interventions (ie: referral for special education eligibility testing).

General Education Support Services to Provide Access to Learning

Collaborative Teams

Various grade level and/or departmental teams of educators, including classroom teachers, reading specialists, special educators (including speech-language pathologists, occupational therapists, assistive technology specialist, etc. as appropriate), and/or administrators who meet regularly through common planning time to set learning goals, examine student assessment data, and design interventions.

Literacy Instruction
All students have access to core Tier I reading instruction. The core ELA program meets

the MA DESE's criteria for a high quality instructional program. It is aligned with structured literacy practices which are grounded in a knowledge-building curriculum. In addition to the core reading program, students in grades PK-3 receive direct, systematic, daily instruction in phonics and phonemic awareness. When additional assistance is needed in order to help students acquire foundational reading skills, students receive direct instruction in a small group or 1:1 setting with a licensed reading teacher and/or with their classroom teacher. These Tier II interventions are also grounded in evidence-based approaches that have been approved by the district in order to ensure consistency and high quality instruction for our more vulnerable readers. Student progress is measured by multiple assessment tools which are formally administered three times per year, and by informal assessments and progress monitoring tools.

English Language Learner Education Programming

Using data from home language assessments and ACCESS testing, students who qualify for English language development services receive direct instruction in English from the district's ESL teachers and tutors. All core instruction is delivered in English, with supplemental materials provided when needed to help build background or context for the new instruction. EL instruction is developed using WIDA standards, and the focus is on building English language skills while honoring and respecting students' cultural backgrounds and beliefs. Instruction is delivered in the general education classroom setting, where students have access to the grade level concepts and learning tasks; instruction is also provided in small group, pull-out settings in order to focus learners explicitly on the identified English language skills and on the Tier II and Tier III vocabulary concepts that are necessary in order for students to develop a deep understanding of the grade level curricular topics.

Counseling Services

The Psychologist, and PreK-6 Adjustment Counselors provide various interventions including but not limited to social skills groups.

School Nurses

Provide physical and mental health related support. They support the district wellness plan and they serve on building based support teams

Accommodations That May Be Provided In The General Education Classroom.

Based on the principles of Best Practice, the following is a list of accommodations that can be made within the general education classroom to assist all learners. These are just some examples.

<u>Physical Arrangement Of The Room</u>

- Seating student near the teacher
- Seating student near a positive role model
- Increasing distance between desks
- Extra/empty desk for more work room, study corral

<u>Lesson Presentation</u>

- Pairing students to check work
- Utilize flexible grouping strategies to facilitate differentiated instruction
- Utilize graphic organizers
- Writing key points/words on whiteboard
- Provide visual aids, schedules, etc.
- Verify that directions are understood
- Have students repeat directions back to teacher
- Provide a written outline
- Allow student to review key points orally
- Teach through multi-sensory modes: visual, auditory, kinesthetic
- Utilize computer-aided instruction
- Accompany oral directions with written directions for student to refer to with whiteboard or paper
- Provide a model to help students and post the model to refer to often
- Underline, highlight, and use note cards to assist students in finding the main idea
- Break longer presentations/lessons into shorter segments
- Checklist, scaffolded notes, copy of teacher notes

<u>Assignments</u>

- Extra time to complete tasks
- Utilize flexible grouping strategies to facilitate differentiated instruction
- Simplify complex directions
- Hand out multi-step assignments one step at a time
- Allow students to demonstrate knowledge in alternative ways
- Require fewer correct responses to achieve grade (quality vs. quantity)

- Provide a structured routine in written form
- Provide study skills training
- Frequent, short assessments instead of lengthy exams
- Allow typed responses
- Not grading handwriting/penmanship
- Monitor self-paced assignments (daily, weekly, bi-weekly)
- Provide clear, concise directions with homework assignments
- Recognize and give credit for oral participation in class
- Audio texts
- Speech to text
- manipulatives, number lines, colored overlays
- preview/review (content) vocabulary
- rubrics/checklists
- reduce quantity without changing content with classwork and homework
- word prediction software

<u>Test Taking</u>

- Allow open-book/notes exams
- Give exams orally
- Give take-home tests
- Use more objective test items (fewer essay , open-ended responses)
- Frequent , short assessments instead of lengthy exams
- Untimed exams
- Read test items to student
- small group, quiet setting, or change test location

<u>Organization</u>

- Provide assistance with organizational skills
- Send daily/weekly progress reports home
- Develop an incentive system for in-school work and homework completion
- Provide student with a homework assignment notebook
- teacher/home agenda checks
- assignments posted on teacher web pages

<u>Behavior</u>

- Use of timers to facilitate task completion
- Additional structure to transitional and unstructured times
- Praising positive behaviors
- Work with student to develop self-monitoring strategies
- Include positive reinforcement/incentives/rewards

- Keep classroom rules consistent, simple, and clear
- Allow short breaks between assignments
- Offer movement breaks
- Nonverbal cues to remain on-task
- Implement a classroom behavior management system
- Ignoring inappropriate behaviors that don't disrupt classroom
- Behavioral contracts with students
- Increase in the immediacy of rewards
- Re-arrange seating
- Facilitate an increase in parent communication around concerns
- Consult with school psychologist, past teachers, and administration
- Consult with physical therapist, occupational therapist, or SLP
- Provide tangible reinforcers
- Visual cues to remain on task (checklists, picture cues, etc.)
- Set clearly defined standards
- Use diverse classroom management strategies
- Utilize Adjustment Counselor/ School Psychologist

Physical Space

- Allow alternate workspace, such as study carrel or dividers
- Allow for movement and sensory break
- Experiment with use of space
- Limit distractions (auditory and visual)
- Offer flexible student groupings
- Provide strategic seating
- Use visual, auditory and transitional supports
- Use transition cues for space changes
- Set clearly defined standards for behavior
- Establish clear routines: behavioral, social, emotional
- Allow alternative setting for testing
- Use data analysis to monitor positive behavior changes
- Communicate frequently with parents
- Alternative positions, seating options, and tools (cushions, chair bands, weighted objects, etc.)
- Sound reducing tools (headphones, etc.)
- Use tactile, proprioceptive, movement, or oral tools

Personnel Available to Provide Consultation to Assist Educators with General Education Accommodations

Principals	Occupational Therapist
Nurses	Physical Therapist
Psychologist	BCBA / RBT paras
Media Specialist	Special Education Teachers
Reading Specialists	ELL Teacher
Speech/Language Pathologists	Paraprofessionals
Adjustment Counselors	General Educators

Parents are partners in our work to provide the best education possible for their children. Through our support team processes, and in general, we ask parents to consult regarding how we might help their children meet the expectations set for them and seek their support for our recommended interventions and accommodations.

Professional Development, Induction, and Support for Educators

Graduate Courses

Partial reimbursement toward qualifying courses
Relevant courses offered in-district
Partnership with high quality outside providers

Job Embedded Professional Development

Expertise is shared through professional collaboration, facilitated by administrators, and teachers.

There is constant inquiry into best practices needed to reach student performance goals.

Professional Development Workshops

There are professional development days throughout the year, which are half or full day experiences devoted to key areas of focus.

Various after school workshops are held, often led by peers, including technology skill development and best practice study groups.

Conferences

District supports attendance of educators at various conferences put on by professional associations, local collaboratives, etc., related to key education topics related to district and school goals.

Induction Program for New Staff

- All first year professional staff are assigned a mentor.
- Peer observations between mentor and induction teacher are recommended.
- Mentor training prior to the year beginning, ongoing during the year.

Supervision and Evaluation

All professional staff are rigorously evaluated on standards of professional practice, which include standards related to ensuring that curriculum, instruction, and assessment are adjusted to meet the needs of all students. Recommendations are made and support provided where needed.

Volunteer and Community Resources

Parent Groups

- Advisory Committees
- Parent Teacher Organization
- Special Education Advisory Council (Plainville Sped Pac)

Volunteers
Classroom and school-wide volunteers are welcome in our schools.